



PUTNAM COUNTY

School System

ENGAGE INSPIRE ACHIEVE

Scope and Sequence 2026- 20267

PCSS English I Teachers - District Scope and Sequence

myPerspectives Curriculum

This document is a guide for planning and instruction of the district-adopted curriculum. It should lead the focus of learning for each unit of instruction. The associated ELA standards and tasks to demonstrate learning are included for each unit. By teaching each “must do text” and performance activity, teachers will cover every standard at least once. The supplementary novel guides or novel descriptions are linked to each unit. Flex days may be used for novels, scaffolding, reteaching, writing revisions, assessments, or additional grammar and vocabulary focus. They may also be used to add instructional time to individual assignments.

EOC Test information Click Here	TN IPG CLICK HERE	ELDA Standards
Standards and Standards Guides Click Here Savvas Curriculum Guide	DOK Sentence Stems Click Here	Grammar Progression Chart Click Here
ACT/TN READY CROSSWALK Click Here	PCSS Lesson/Unit Prep Protocol	26-27 PCSS CALENDAR
Controversial Materials Guidance	Student Work Analysis Protocol	Writing Rubrics

Quarter 1–Unit 3: The Literature of Civil Rights (45 instructional days)

Week & Dates	Text(s)	ELA Standards	Linked ELD Standard(s)	Essential Tasks	Writing Opportunities:Type & Timing
Week 1-2 (Aug 3-7, 10)	Unit Intro; Launch Text; 1963: The Year That Changed Everything "I Have a Dream" (King) (6 days)	9-10.L.VAU.6; 9-10.RI.RRTC.10; 9-10.RI.KID.1; 9-10.RI.CS.6; 9-10.RI.IKI.9; 9-10.L.CSE.1	1, 3, 4, 6, 7 (L.VAU.6); 1 (RI.RRTC.10); 1, 4 (RI.KID.1); 6 (RI.CS.6); 1, 3, 4 (RI.IKI.9); 10 (L.CSE.1)	(Close Read) Annotation/Vocab; Parallel Structure; Extension Questions 1-4; -tion practice; P. 266 3&4; P. 267/268 Practice; Selection Test.	Informative Model Analysis (during launch); summary Argumentative: P. 266 WriteNow (after speech).
Week 2 (Aug 11-14)	"Letter from Birmingham Jail" (King)(4 days)	9-10.RI.KID.1; 9-10.RI.RRTC.10.; 9-10.RI.KID.3; 9-10.RI.IKI.9; 9-10.L.CSE.1; 9-10.L.VAU.5	1, 4 (RI.KID.1); 1 (RI.RRTC.10); 1 (RI.KID.3); 1, 3, 4 (RI.IKI.9); 10 (L.CSE.1); 8 (L.VAU.5)	(Close Read) Annotation/Vocab p. 290; Craft & Structure Chart & #4; P. 288 1-3; Relative Clause conventions; Extension Questions 1-4. Selection Test	Minor Writing to Compare: P. 292; Argumentative: P. 289 #4 (Birmingham Jail).

Week 3 (Aug 17-21)	Media: Assassination Remarks; Performance Task: Informative Essay	9-10.SL.CC.3; 9-10.W.TTP.2; 9-10.W.RW.10; 9-10.W.RBPK.8; 9-10.L.KL.3	6 (SL.CC.3); 3, 9, 10 (W.TTP.2); 2, 3, 7, 9, 10 (W.RW.10); 1, 5 (W.RBPK.8); 7 (L.KL.3)	First Read Extension Questions Essay	Informative/Explanatory: Write an Informative essay with research (drafted and revised over 2 days).
Week 4 (Aug 24-28)	Media: When Words Meant Everything Poetry Collection (Angelou, Hikmet, Trethewey)	9.RL.RRTC.10; 9-10.RL.CS.5; 9-10.L.VAU.4.a.d; 9-10.L.CSE.2	1 (RL.RRTC.10); 1, 3, 4 (RL.CS.5); 8 (L.VAU.4); 9, 10 (L.CSE.2)	(Close Read) Annotation/Vocab; Author's Style-Punctuation; Interactive Grammar Practice (colons/semicolons); Extension Selection Test 3-5. Selection Test	Narrative: P. 320 Write It (Poetry) - (done during small-group poetry study).

Week 5 (Aug 31-Sep 4)	"Lessons of Dr. Martin Luther King, Jr." (Chavez)	9.RI.RRTC.10 ; 9-10.RI.KID.3 ; 9-10.W.TTP.2.b ; 9-10.L.CSE.2 ; 9-10.W.RBPK.7	1 (RI.RRTC.10); 1 (RI.KID.3); 3, 9, 10 (W.TTP.2); 9, 10 (L.CSE.2); 5 (W.RBPK.7)	Analyze Craft & Structure: Development of Ideas; Author's Style: Transitions; Research: Team Report.	Argumentative: P. 331 Write Now (Lessons of MLK) - (done after speech).
Week 6 (Sep 7-11)	"Traveling" (Paley)	9.RI.RRTC.10 ; 9-10.RI.KID.3 ; 9-10.RI.CS.5 ; 9-10.L.VAU.4 ; 9-10.SL.CC.1	1 (RI.RRTC.10); 1 (RI.KID.3); 3, 6 (RI.CS.5); 8 (L.VAU.4); 2 (SL.CC.1)	(Close Read) Annotation/Vocab; latin roots; Reference materials discussion; Craft and Structure 341; P. 343 Short debate. Selection Test.	Narrative: P. 339 Personalize; P. 342 Write It (Traveling); Argumentative: P. 341 #6&7; P. 343 Debate.

Week 7 (Sep 14-18)	Performance Task: Multimedia Presentation	9-10.SL.PKI.4 ; 9-10.SL.PKI.5 ; 9-10.SL.PKI.6	3, 4, 5, 7 (SL.PKI.4); 5 (SL.PKI.5); 7, 9, 10 (SL.PKI.6)	Multimedia Presentation: Collaborate on shared projects; integrate digital media and visual aids into findings.	Research/Presentation: Updates/Link data update (done over 2 days in groups).
Week 8 (Sep 21-25)	Independent Learning (Selections varies)	9.RI.RRTC.10 ; 9-10.SL.CC.1	1 (RI.RRTC.10); 2 (SL.CC.1)	Independently analyze selections; revisit annotations; explain the power of a specific passage (QuickWrite).	Routine Writing: Evidence Log entries and passage power analysis.
Week 9 (Sep 28-Oct 2)	Performance-Based Assessment (PBA); Unit Reflection	Comprehensive Standards	All linked ELD standards apply	Review evidence for informative essay; pull together notes and Performance Tasks to finalize PBA.	Final PBA: Informative Essay and Multimedia Presentation (Final unit assessment).



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TN Reading Standards - Grades 9-10

Literature Reading Standards

9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

Informational Reading Standards

9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.	9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.	9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.
Standard #8 is not applicable to literature.	9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.
9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	9.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
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TN Language Standards - Grades 9-10

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade- level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when

considering a word or phrase important to comprehension or expression.

TN Writing Standards - Grades 9-10

9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

- a. Introduce precise claim(s).
- b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- d. Provide a concluding statement or section that follows from and supports the argument presented.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone.

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
- f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- g. Establish and maintain a formal style and objective tone.

9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
- b. Sequence events so that they build on one another to create a coherent whole.
- c. Create a smooth progression of experiences or events.
- d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- g. Establish and maintain an appropriate style and tone.

9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

TN Speaking and Listening Standards - Grades 9-10

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standardized EOC Test (Mid-April) Typical Lexile Level for English I passages and word count 1030 lexile 833-982 (word count) English I and English II EOC will consist of multiple choice and	Link to printable practice EOC test CLICK HERE Below is a key to see specific questions for each standard.	Technology Enhanced These items utilize online assessment platform capabilities.
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selected response items as well as reading from texts and selected Response items used for TCAP EOC ELA assessments can include the following:

- **Multiple choice** – These are items with four answer options, only one of which is correct.
- **Editing task** – This item consists of a short passage that contains underlined text about which the student will answer questions. The student may be asked to correct an error or revise for meaning or style. For some of these editing/revision items, the underlined text will not need to be changed, and the correct answer will be “No change.”

In addition to editing and revision, students may also be asked to demonstrate a skill such as specificity of word choice, use of affixes, or syllabification (depending on grade level).

- **Multiple select** – These are items with more than four answer choices with multiple correct answers.
- **Composite** – These are items with two parts. Students are asked to respond to Part A and then continue with a Part B question. Part A is always multiple choice and Part B can be either multiple choice or multiple select.

Constructed Response

- **Written response** – Students in English I and II will be asked to write multiple cohesive paragraphs in response to a prompt. The prompt is unique to each passage or passage set. The prompt is aligned to one of three writing standards (9-10.W.TTP.1, 9-10.W.TTP.2, or 9-10.W.TTP.3).

Page Number	UIN	Grade	Item Type	Key	DOK	TN Standards
4	TN0075932	EN I	MC	C	2	9-10.L.VAU.4a
5	TN0075933	EN I	MC	B	2	9-10.RL.KID.2
6	TN0075929	EN I	MS	A,E	2	9-10.L.VAU.5
7	TN0075953	EN I	Composite	D; B	3	9-10.RL.KID.3
8	TN0075941	EN I	MS	B,E	2	9-10.RL.KID.1
9	TN0075946	EN I	MC	B	2	9-10.RL.KID.3
10	TN0075950	EN I	Composite	D; A	2	9-10.RL.KID.2
11	TN0075937	EN I	MS	B,D	3	9-10.RL.CS.5
12	TN0075945	EN I	MC	C	2	9-10.RL.KID.1

Page Number	UIN	Grade	Item Type	Key	DOK	TN Standards
16	TN670154	EN I	MC	B	2	9-10.L.VAU.4a
17	TN170731	EN I	MC	A	2	9-10.RL.KID.1
18	TN870213	EN I	MC	A	2	9-10.L.VAU.4a
19	TN870764	EN I	MC	A	2	9-10.RL.KID.1
20	TN870761	EN I	MC	C	2	9-10.RL.KID.3
21	TN670108	EN I	MC	C	2	9-10.L.VAU.4a
22	TN770410	EN I	MC	B	2	9-10.RL.KID.2
23	TN570755	EN I	MC	A	2	9-10.RL.KID.3
24	TN070746	EN I	Composite	D; B	2	9-10.RL.KID.2
25	TN970767	EN I	MC	B	2	9-10.RL.KID.1
26	TN270726	EN I	MC	C	2	9-10.RL.KID.2
27	TN770758	EN I	MC	B	2	9-10.RL.KID.3
28	TN070355	EN I	Composite	A; C; E	2	9-10.RL.CS.4

A sampler containing the various types of Technology Enhanced items students may encounter can be found on SchoolNet and HERE. Use the directions below for access:

- Select Tutorials (below the login prompt).
- Under TCAP Samplers, click Start.
- Enter your name as “Guest” and select Start.

